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ABSTRACT

This guide book contains a model portfolio that is designed for use by school boards in evaluating school superintendents. It can also be adapted to evaluate central-office administrators, principals, and other school-level administrators. The portfolio provides for both formative and summative evaluation. The assessment is keyed to the superintendent's defined role and to 11 generic duties of the superintendency. The evaluation process is based on the CIPP framework of Context, Input, Process, and Product: (1) evaluate the district context; (2) seek out alternative improvement strategies; (3) monitor and assess implementation of the plan; and (4) gather and assess the evidence on outcomes. Data are to be collected from multiple sources--the superintendent, the board, teachers, staff, parents, and peer administrators. The guide book includes model forms for collecting and recording information. (LMI)

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A PORTFOLIO FOR EVALUATION OF SCHOOL SUPERINTENDENTS

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May 1995

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A PORTFOLIO FOR EVALUATION OF SCHOOL SUPERINTENDENTS

Task elements of the model

1. Evaluation focus: Structure the evaluation process around general superintendent duties. Choose specific accountabilities for each general area. The general duties:
   a. Promote and support student growth and development
   b. Honor diversity and promote equality of opportunity
   c. Foster a positive school climate
   d. Provide leadership in school improvement efforts
   e. Stimulate, focus, and support improvement of classroom instruction
   f. Lead and manage personnel effectively
   g. Manage administrative, fiscal, and facilities functions effectively
   h. Assure/provide a safe, orderly environment
   i. Foster effective school-community relations
   j. Embody and promote professionalism
   k. Relate effectively to the school board

2. Context, Input, Process, and Product: Use the CIPP framework for an ongoing evaluation cycle.
   Quarter 1: Refer to district context evaluation results (including assessed student, staff, and program needs) as a basis for determining the superintendent's accountabilities during the current evaluation cycle
   Quarter 2: Refer to district input evaluation information and resulting strategic plans as a basis for clarifying the superintendent's agenda of primary tasks for the current cycle
   Quarter 3: Conduct a process evaluation for monitoring and assessing ongoing performance
   Quarter 4: Conduct a product evaluation for judging accomplishments and making personnel decisions...then recycle this information into the next year's context evaluation

3. The basic procedure: Delineate, obtain, report, and apply relevant information. For each phase of the CIPP cycle, identify--and agree upon--the necessary information, gather it, summarize it in some form, and act upon it.

4. The Personnel Evaluation Standards: Ensure throughout that the evaluation process adheres to professional standards of sound and fair evaluation. Achieving the objectives of **Propriety**, **Utility**, **Feasibility**, and **Accuracy** must be one of perhaps several evaluation goals.

Performance Review Forms and Appendices--the Contents of this Portfolio

I.	Job Description	Appendix
II.	Defined Users and Uses	
III.	Student and System Needs	a. Duties of the Superintendent
IV.	Mitigating Circumstances	
V.	This Year's Accountabilities, Weights, and Performance Indicators	
VI.	Approach to Meeting the Accountabilities	b. Summary of the Personnel Evaluation Standards
VII.	Midyear Appraisal	
VIII.	Peer and Subordinate Appraisals	
IX.	Constituent (Student, Parent, Community Member) Feedback	
X.	Board Member Feedback	
XI.	End of Year Appraisal	
XII.	Growth Plan for the Coming Year	
XIII.	Report to the Community	

SUPERINTENDENT PERFORMANCE PORTFOLIO

Prepared by

Daniel L. Stufflebeam, with Carl Candoli and Craig Nicholls

This **model portfolio** is designed for use in evaluating school superintendents. It is intended to be used by school boards in evaluating the performance of superintendents, but may also be modified for use by superintendents in evaluating the performance of central office administrators, by central office administrators and school councils in evaluating the work of school principals, and by school principals in evaluating the work of other school-level administrators. The aim of the model portfolio is to help school districts to use sound evaluation to clarify superintendent responsibilities, to strengthen the performance of the superintendent and the district, and to channel evaluations toward assuring smoothly functioning schools, effective service to students, and public understanding and confidence in school district leadership.

The portfolio provides for both **formative evaluation** during the school year, aimed especially at strengthening superintendent performance, and end-of-year **summative evaluation** aimed additionally at examining superintendents' effectiveness in fulfilling their responsibilities. The assessment is to be keyed to the superintendent's **defined role** and to eleven generic school superintendent **duties**. The latter include:

1. Promote and support student growth and development
2. Honor diversity and promote equality of opportunity
3. Foster a positive school climate
4. Provide leadership in school improvement efforts
5. Stimulate, focus, and support improvement of classroom instruction
6. Lead and manage personnel effectively
7. Manage administrative, fiscal, and facilities functions effectively
8. Assure/provide a safe, orderly environment
9. Foster effective school-community relations
10. Embody and promote professionalism
11. Relate effectively to the school board

This list was determined through a careful integration of the duties identified in a study of administrator responsibilities in Texas school districts and the professional standards (competencies) released by the American Association of School Administrators (AASA) in 1993. A second level of the list, presenting several specific duties in each general area, is available in the Appendix. Boards may find this expanded list useful in choosing accountabilities for evaluation of superintendent performance.

The evaluation model used in this portfolio proposes an ongoing, systematic approach to assessment that spaces out evaluation tasks over the course of a school year, fiscal year, or some similar evaluation cycle. This is the CIPP framework of **Context, Input, Process, and Product** evaluation. In this portfolio, we apply this model specifically to the evaluation of superintendent performance.

The first step in the process, the evaluation of context, looks to collect and evaluate information on district and student needs, and district problems, resources, and opportunities, in order to set district

objectives and job targets for the superintendent. It also allows later judgments (of plans, processes, and products) to be placed within the proper context of initial conditions.

Input evaluation searches out alternative improvement strategies and assesses their relative strengths, weaknesses, and costs. The goal is to assure that improvement efforts and regular district activities will be guided by relevant and cost-effective district and superintendent performance plans.

Process evaluation monitors, assesses, and documents the implementation of the superintendent performance plan. It is conducted and reported during the implementation phase to help guide and control the quality of the leadership process, to identify needs for strengthening the guiding plan, and to document the actual implementation process.

Product evaluation gathers and assesses evidence on the extent of improvements and shortfalls in the targeted need areas, as well as evidence of unanticipated outcomes. This information leads to a final, summative report on the superintendent's performance and is recycled into the following year's context evaluation.

Data for the portfolio are to be collected from multiple sources. These include the superintendent's self-assessment, the board's qualitative assessment and ratings of performance, and, optimally, assessments of administrative performance by teachers, staff, parents, peer administrators, and other stakeholders.

The portfolio includes model forms for collecting and recording information and judgments. Users may adapt, duplicate, and use these forms as appropriate.

Finally, this portfolio was designed to help school districts adhere to widely accepted **professional standards** for systems used to evaluate the performance of educators. Accordingly, use of this portfolio is intended to foster evaluations that evidence **propriety, utility, feasibility**, and **accuracy**. The individual standards in each of these categories are listed in the Appendix. It is suggested that evaluators review this list before beginning the evaluation process and, if needed, refer to the book from which they are drawn.[1]

Reactions and suggestions for improving this portfolio are welcome and should be sent to:

Daniel L. Stufflebeam
The Evaluation Center
Western Michigan University
Kalamazoo, Michigan 49008-5178

[1]Joint Committee on Standards for Educational Evaluation (1988). The Personnel Evaluation Standards. Newbury Park, CA: Sage.

SUPERINTENDENT PERFORMANCE PORTFOLIO

Superintendent _____

School District _____

School Year _____

Board President _____ Phone No. _____

Person and office responsible for monitoring the process and assuring it is carried out on schedule

Name of person: _____ Name of office: _____

Phone number: _____ Phone number: _____

	Performance Review Process Steps:	Initiator:	Example Timing:	Example Timing by Quarter:
I.	Job Description	Superintendent	September	Quarter 1
II.	Defined Users and Uses of this Evaluation	Board	September	Quarter 1
III.	Student and System Needs	Board	September	Quarter 1
IV.	Mitigating Circumstances	Board	September	Quarter 1
V.	This Year's Accountabilities, Weights, and Performance Indicators	Board	October	Quarter 2
VI.	Approach to Meeting the Accountabilities	Superintendent	October	Quarter 2
VII.	Midyear Appraisal	Superintendent	January	Quarter 3
VIII.	Peer and Subordinate Appraisals	Superintendent	March	Quarter 3
IX.	Constituent (Student, Parent, Community Member) Feedback	Board	March	Quarter 3
X.	Board Member Feedback	Board	April	Quarter 4
XI.	End of Year Appraisal	Board President	April/May	Quarter 4
XII.	Growth Plan for the Coming Year	Board	May	Quarter 4
XIII.	Report to the Community	Board	May	Quarter 4

GENERAL COMMENTS:

1. Use and attach additional pages as needed for any part of this portfolio.

2. As different forms are completed in this portfolio, the contents should be typed and signed on the official forms and kept in a locked personnel file.

Begin with **I. Job Description**

1. Job Description

The Superintendent's official job description should provide the basis for the annual performance review. If it is up-to-date, insert a copy here in the portfolio. If the job description is not current, the Board and Superintendent may use this form to update the job description. Review and/or update the job description in the first quarter.

Name: _____

Position Qualifications (experiences, knowledge, skills, and licenses judged necessary to carry out the job responsibilities and meet performance expectations):

Position Responsibilities (duties of the Superintendent):

continued on back

Signatures of agreement with Job Description statements:

Superintendent _____ Date: _____

Board President (or representative) _____ Date: _____

USE THIS JOB DESCRIPTION TO COMPLETE V. ACCOUNTABILITIES AND WEIGHTS

II. Defined Users and Uses of the Performance Evaluation

Initiator: Board Do in the first quarter

The performance evaluation of_____during the_____

school year is intended to be seen and used only by the following persons and groups (the Users):
(Write "yes" or "no" in each space.)

_____school board

_____superintendent

_____subordinates, specify:

_____accrediting/certifying bodies

_____public media

_____others as specified below

The intended uses of the evaluation are only those indicated below:
(Write "yes" or "no" in each space.)

_____feedback for professional development

_____corrective action as needed

_____salary increase

_____promotion

_____reports to accrediting/certifying bodies

_____special recognition

_____dismissal for deficient performance

_____advice or information to prospective employers

_____others as specified below

Board representative signature _____ Date: _____

I acknowledge the intended users and uses as noted above and (select 1)_____agree or_____do not necessarily agree.

Superintendent signature _____ Date: _____

III. Student and System Needs

(A Summary of Key District Context Evaluation Information)

Mark each of the following measures of district wellness for which data indicate and board judgment confirms that improvement must occur. For each marked measure cite the source of evidence which suggests the existence of the unmet need. Then summarize the degree of improvement that is mandated or expected by the board during the coming year. Do in the first quarter.

MEASURE	SOURCE OF EVIDENCE	STANDARD FOR IMPROVEMENT
___Absence rate		
___Graduation rate		
___Proportion of pupils above age in grade		
___Reading vocabulary		
___Reading comprehension		
___Language mechanics		
___Language expression		
___Math computation		
___Math concepts		
___Math applications		
___Science concepts		
___Science applications		
___Social studies knowledge		
___Citizenship		
___Vocational aspirations		
___Computer skills		
___Physical fitness		
___Track record of graduates in college and jobs		
___Student honors/scholarships		
___Maintenance of student discipline		
___Racial balance across schools and classes		

(Over)

III. (Continued)

MEASURE	SOURCE OF EVIDENCE	STANDARD FOR IMPROVEMEN
___Proportion of teachers with appropriate certification		
___Proportion of teachers with graduate degrees		
___Student support services		
___Staff turnover rate		
___Staff development		
___Academic curriculum		
___Vocational studies		
___Library		
___Extracurricular activities		
___Athletic programs		
___Size of classes		
___% Crime-free days last year		
___Parental involvement		
___Facilities and equipment		
___Community support		
___School finances		
___Institutional climate		
___Administration/staff relations		
___Administration/board relations		
___Evaluation process		
___Strategic planning		
___Public communications		

IV. CHECKLIST OF WORK CONDITIONS AND POSSIBLE MITIGATING CIRCUMSTANCES

The following general items are a list of possible local conditions that the board may wish to consider both when developing superintendent accountabilities and later in judging performance. For each item checked, the board should clearly identify the specific factor involved and briefly summarize how it is expected to affect the superintendent's performance of duties chosen for accountability. Do in the first quarter.

_____a. Community expectations for the school district, including pressure for social change, educational improvement, and school choice

_____b. Conflicting demands on schools

_____c. Students' characteristics, including SES, aptitude, English proficiency, ethnic diversity, etc.

_____d. Community tax base

_____e. Tax dollars for schools

_____f. Safety of neighborhoods and schools

_____g. Reputation of schools

_____h. Available technology, appropriate instructional materials, and appropriate instructional support services

_____i. Degree of campus-based decision making

_____j. Family support of student learning

_____k. Influence of teachers' organizations

_____l. District climate (cooperative atmosphere, orientation to learning, concern for equity)

_____m. State/federal controls, mandates, and resources

_____n. State tenure laws

_____o. Collective bargaining law

_____p. Restrictions by the courts

_____q. Degree to which board members represent special interest groups, e.g., particular neighborhood constituencies

_____r. Adequacy of physical facilities, including, for example, air conditioning, heating, lighting, building maintenance, buses, recreation facilities

continued on back

IV. (Continued)

For each item checked on the reverse of this form, identify the specific factor involved and how it is expected to affect the superintendent's performance.

Board representative signature _____ Date: _____

V. This Year's ACCOUNTABILITIES, WEIGHTS AND PERFORMANCE INDICATORS

The board should complete this form in the second quarter.

1. Based on current needs and priorities, and the Superintendent's job description, involve the Superintendent is selecting about a dozen accountabilities.

2. List the selected accountabilities on the reverse side, grouping them in the 11 administrative domains.

3. Assign points to each accountability, reflecting its relative importance, such that the points add to 100.

4. Come to an agreement with the Superintendent on what sources of evidence (Performance Indicators) will be used to judge performance for each Accountability.

5. Sign and date the assigned Accountabilities and Weights form, the Performance Indicators form, and have the Superintendent do likewise.

Continued on back

V-A. The Selected Accountabilities and Weights

		Weights (Sum to 100)
1.	Student Growth and Development	
2.	Diversity and Equality of Opportunity	
3.	Positive School Climate	
4.	Leadership in School Improvement	
5.	Improvement of Classroom Instruction	
6.	Personnel Leadership and Management	
7.	Administrative, Fiscal, and Facilities Management	
8.	Safe, Orderly Environment	
9.	Effective School-Community Relations	
10.	Professionalism	
11.	Effective Board/ Superintendent Relations	
		100

Superintendent signature of agreement _____ Date _____

Board representative signature of agreement _____ Date _____

V-B. PERFORMANCE INDICATORS

Below is a list of possible sources of data for making judgments about superintendent performance. For each duty chosen for accountability, the board should come to an agreement with the superintendent on what primary source or sources of data will be used in judging performance. Do in the second quarter.

1. Student performance indicators (e g , test data)
2. Teacher survey
3. Principal survey or interview
4. Student survey (e g , on school climate)
5. Parent survey
6. Community member survey
7. Peer survey (i e , other superintendents)
8. Superintendent's record of achievements and self-assessment
9. Observation of superintendent (e g , in meetings)
10. Superintendent interview
11. Individual board member survey

In addition to these sources, the board should consider work conditions and possible mitigating circumstances (summarized on Form IV) when developing midyear formative feedback or its end-of-the-year summative report.

continued on back

V-B. PERFORMANCE INDICATORS

		Align with V-A and list data sources to be used for each accountability area
1.	Student Growth and Development	
2.	Diversity and Equality of Opportunity	
3.	Positive School Climate	
4.	Leadership in School Improvement	
5.	Improvement of Classroom Instruction	
6.	Personnel Leadership and Management	
7.	Administrative, Fiscal and Facilities Management	
8.	Safe, Orderly Environment	
9.	Effective School-Community Relations	
10.	Professionalism	
11.	Effective Board/Superintendent Relations	

Superintendent signature of agreement _____ Date: _____

Board representative signature of agreement _____ Date: _____

VI. Approach to Meeting the Accountabilities

Initiator: Superintendent

A. Consistent with district input evaluation information and the resulting strategic and work plans, summarize your general approach to meeting this year's accountability requirements. For each accountability, summarize the steps you plan to take, estimate the percentage of work time you will spend on each, and indicate what, if any, special resources will be needed. Do in the second quarter.

DUTY AND ACCOUNTABILITY (Reference the assigned accountability in the space after each general area)	GENERAL STEPS	SPECIAL RESOURCES
1. Student Growth and Development		
2. Diversity and Equality		
3. School Climate		
4. Leadership in School Improvement		
5. Improvement in Instruction		
6. Personnel Management		
7. Administrative, Fiscal, and Facilities Management		
8. Safe/Orderly Environment		
9. School-Community Relations		
10. Professionalism		
11. Superintendent/Board Relations		

(Over)

VI. (Continued)

B. Briefly describe below how your planned activities for the coming year will be changed from those of last year in order to meet the new accountabilities.

C. Board comment on the Superintendent's approach

Signatures of agreement with the Superintendent's approach

Superintendent_____ Date:_____

Board Representative _____ Date:_____

VII-A. Midyear Self-Appraisal (Formative Evaluation)

Initiator: Superintendent. Do in the beginning of the third quarter. Self-report steps taken and results achieved for each accountability identified in V-A. Use extra pages if necessary. Insert documentation as appropriate.

Superintendent signature _____

Date _____

VII-B. Board Appraisal

Initiator: Board. Do in the third quarter. Collect and review records of needs, objectives, superintendent Accountabilities, and adopted plans. Review and discuss each item of the superintendent's self-report with the superintendent. Afterwards, meet with the superintendent not present and come to a determination of the key strengths and weaknesses of the superintendent's performance to date and the adequacy of the information provided. Develop a narrative report, with recommendations for corrective action or changes in plans and/or accountabilities. Meet again with the superintendent to discuss the report and to come to an agreement about needed changes. Record these below. If there are no changes or growth plans, write NONE in the designated space. Finally, write and attach a brief, step-by-step summary of the midyear appraisal process.

Key Strengths

Key Weaknesses

Corrective Action

Growth Plan

continued on back

VII-B. (Continued)

Comments regarding midyear evaluation (OPTIONAL)

Superintendent

Board

Board representative signature _____ Date _____

I acknowledge that the evaluation process has proceeded as noted above, but my signature does not necessarily indicate agreement with the evaluation process or conclusions.

Superintendent signature _____ Date _____

VIII-A. Appraisal Form (to be administered to samples from the following list--distribute in the third quarter)

Note on subordinate surveys: In districts with approximately 5 campuses or less, it is recommended that every staff member (i.e., teachers, administrators, non-instructional staff, etc.) evaluate the superintendent. In larger districts, steps should be taken to ensure representativeness of samples chosen.

_____Other Superintendents
_____Principal
_____Assistant Principal
_____Teacher
_____Staff (Central Office)
_____Non-instructional staff

Date _____

Dear Respondent:

You are invited to participate in the performance evaluation of_____ by filling out this form. The 11 statements on the form are keyed to general areas of administrative performance. Please indicate to what extent you agree or disagree with each statement. Also respond to the 2 open-ended questions. Attach more pages if necessary. Please return the unsigned form in the enclosed return envelope to the following scoring and analysis agent.

_____

_____

_____

_____

The above named agent will compile the ratings and report the results to the evaluatee and the board of education. Individual responses will be kept confidential.

Thank you.

_____

_____

Name and title of school district official distributing this form.

VIII-A. (Continued)

Directions for Part 1: Please indicate the extent to which you agree or disagree with the following eleven statements. Circle the number that denotes your chosen response.

PART 1. WITHIN THE LIMITS OF ASSIGNED AUTHORITY AND RESPONSIBILITY,

_____ PERFORMS AS FOLLOWS:

1. Effectively promotes and supports positive student growth and development through activities such as: diagnosing student needs, examining and improving school offerings, monitoring student achievement and attendance, and helping students develop a sense of self worth.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

2. Honors diversity and promotes equality of opportunity through such activities as: respecting diversity of religious, cultural and ethnic differences, recruiting and promoting qualified minority and majority teachers, and insuring equitable distribution of district resources.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

3. Fosters a positive school climate through such activities as: assessing and planning improvement of school/district/community environment, reinforcing excellence, promoting a positive climate for learning, and employing effective communication skills.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

4. Provides leadership in school improvement efforts through such activities as: collaborating in the development and articulation of a common vision of improvement, encouraging appropriate risk-taking, and ensuring continuous renewal of curriculum, policies, and methods.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

5. Stimulates, focuses, and supports the improvement of instruction through such activities as: assisting teachers in designing learning experiences for students, evaluating educational programs and suggesting areas for improvement in design, materials, and implementation, encouraging the development and piloting of innovative instructional programs, and facilitating the planning and application of emerging technologies in the classroom.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

6. Leads and manages personnel effectively through such activities as: delegating appropriately, recognizing exemplary performance of a subordinate, encouraging personal and professional growth and leadership among the staff, complying with applicable personnel policies and rules, securing the necessary personnel resources to meet objectives, evaluating the job performance of subordinates.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

---

7. Manages administrative, fiscal, and facilities functions effectively through such activities as: obtaining broad-based input for fiscal/financial analysis, compiling reasonable budgets and cost estimates, ensuring that facilities are maintained and upgraded as necessary, and managing a broad range of school operations (e.g., attendance, accounting, payroll, transportation.)

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

---

8. Assures/provides a safe, orderly environment through such activities as: developing and communicating guidelines for student conduct, ensuring rules are observed uniformly, disciplining students for misconduct in an effective and fair manner, and encouraging student/parent participation in resolving problem areas.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

---

9. Fosters effective school/community relations through such activities as: articulating the school mission and needs to the community; seeking support for school programs; involving students, parents, and others from the community in serving in school programs; and involving oneself in community activities that foster rapport between the district and the larger community.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

---

10. Embodies and promotes professionalism through such activities as: participating actively in professional associations, conducting oneself in an ethical and professional manner, disseminating ideas and information to other professionals, and seeking and using evaluative information for improvement of performance.

1	2	3	4	5
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

VIII-A. (Continued)

11. Promotes and supports a positive relationship with the board of education through such activities as: meeting the board's needs for information; interacting with the board members in an ethical and professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning.

1.	2.	3.	4.	5.
Strongly Disagree	Disagree	Do Not Know	Agree	Strongly Agree

PART 2. Please consider your experience with the superintendent and respond to the following 2 questions. Attach additional pages as needed.

1. In what areas is the superintendent especially effective?

2. In what areas should the superintendent improve her or his performance?

Date completed_____

Thank you.

VIII-B. Summary of Appraisals

(Board reviews summary of findings with the superintendent in the third quarter.)

_____Superintendents
_____Principal
_____Assistant Principal
_____Teacher
_____Staff (Central Office)
_____Non-instructional staff

Name of superintendent_____

School District_____

School Year_____

Population surveyed

Number surveyed _____ Number of usable returns _____

Criteria for inclusion in sample:

Comments regarding the representativeness of the sample:

Official preparing this summary

Name _____

Title _____

Agency _____

Address _____

_____

Phone _____

Signature of official preparing this report and date completed.

Signature: _____ Date:_____

VIII-B. (Continued)

SUMMARY OF RATINGS

_____ was rated by _____ respondents to perform as follows:

	1 Strongly Disagree	2 Disagree	3 Do Not Know	4 Agree	5 Strongly Agree	n	$\bar{X}$
1. Promotes and supports positive student growth and development							
2. Honors diversity and promotes equality of opportunity							
3. Fosters a positive school climate							
4. Provides leadership in school improvement efforts							
5. Stimulates, focuses, and supports improvement of classroom instruction							
6. Leads and manages personnel effectively							
7. Manages administrative, fiscal, and facilitie functions effectively							
8. Assures/provides a safe, orderly environment							
9. Fosters effective school-community relations							
10. Embodies and promotes professionalism							
11. Relates effectively to the school board							

VIII-B (Continued)

Areas of Superintendent's job performance cited as **especially effective:**

VIII-B (Continued)

Areas of the Superintendent's job performance cited as **needing improvement**:

IX-A. Sample Constituent Feedback Form

(Board/agent should distribute this form in the third quarter.)

_____Student
_____Parent
_____Community Member

Date _____

Do you have one or more children attending school in this district? Yes _____ No _____

Dear _____:

You are invited to participate in the performance evaluation of school superintendent _____ by filling out this form. Please describe in what areas the superintendent is especially effective, and in what areas he/she could improve performance. Consider such things as leadership, professionalism, school climate, support of student growth, diversity and equality, management ability, school-community relations, etc., or any other areas that come to mind. Whenever possible, give specific examples of events that led you to form your judgments. Attach more pages if necessary. Please return the unsigned form in the enclosed return envelope to the following scoring and analysis agent.

_____

_____

_____

_____

The above named agent will complete the ratings and report the results to the superintendent and the board of education. Individual responses will be kept confidential.

Thank you.

_____

_____

Name and title of school district official distributing this form.

IX-A. (Continued)

Please consider your experience with the superintendent and respond to the following 2 questions. Attach additional pages as needed.

1. In what areas is the superintendent especially effective?

2. In what areas should the superintendent improve her or his performance?

Date completed_____

Thank you.

IX-B. Summary of Constituent Feedback

(Board should review summary of the findings with the superintendent in the third quarter.)

_____Student
_____Parent
_____Community Member

Name of superintendent _____

School District _____

School Year _____

Population surveyed

Number surveyed_____ Number of usable returns _____

Criteria for inclusion in sample

Comments regarding the representativeness of the sample:

Official preparing this summary

Name _____

Title _____

Agency _____

Address _____

_____

Phone _____

Signature of official preparing this report and date completed

Signature _____ Date:_____

IX-B. (Continued)

Areas of Superintendent's job performance cited as **especially effective**:

Areas of Superintendent's job performance cited as **needing improvement**:

X-A. SAMPLE INDIVIDUAL BOARD MEMBER FEEDBACK FORM

(Evaluation of the Superintendent's performance--complete in the fourth quarter.)

Date _____

TO: Each individual board member

By completing this form each Board Member may submit her/his individual feedback to the Superintendent separate from any combined feedback. If all board members complete a separate form X-A, then the results can be summarized on form X-B and the average ratings recorded on form X-B. The intent of this optional individual board member form is to allow for individualized feedback when the full board cannot reach consensus on what performance ratings are appropriate or when the Board decides that the Superintendent should receive individualized feedback.

Superintendent _____

School District _____

Board Member _____

School Year _____

DEFINITIONS OF RATINGS

5. OUTSTANDING PERFORMANCE. Expectations were substantially exceeded. Performance was exemplary.

4. GOOD PERFORMANCE. Expectations were generally exceeded.

3. SATISFACTORY PERFORMANCE. Expectations were met, but generally not exceeded. There were no significant deficiencies.

2. MARGINAL PERFORMANCE. Expectations were only marginally met or there were one or more significant deficiencies.

1. POOR PERFORMANCE. Expectations were <u>not</u> met and there was unsatisfactory progress towards meeting them.

Individual Board Member Appraisal. Do in the fourth quarter.

Align with V-A. Accountabilities and Weights. Summarize your appraisal of the Superintendent's performance and give a numerical rating for each accountablity. (Each Board Member will need a photocopy of the completed Form V-A.)

Code to Ratings
5. OUTSTANDING PERFORMANCE
4. GOOD PERFORMANCE
3. SATISFACTORY PERFORMANCE
2. MARGINAL PERFORMANCE
1. POOR PERFORMANCE

		Appraisal	Rati
1.	Student Growth and Development		
2.	Diversity and Equality of Opportunity		
3.	Positive School Climate		
4.	Leadership in School Improvement		
5.	Improvement of Classroom Instruction		

		Appraisal	Rating
6.	Personnel Leadership and Management		
7.	Administrative, Fiscal and Facilities Management		
8.	Safe, Orderly Environment		
9.	Effective School-Community Relations		
10.	Professionalism		
11.	Effective Board/ Superintendent Relations		

Summative Assessment
Board member completes in the fourth quarter.

SUMMARY STATEMENT:

Recommend next evaluation of Superintendent be: _____ Next year; or _____(specify)

Citations for excellent performance:

Areas needing improvement:

Recommendations:

Date completed _____

Signature of Board Member _____

X-B. SUMMARY OF FEEDBACK FROM INDIVIDUAL BOARD MEMBERS

(Board shares these findings with the superintendent in the fourth quarter.)

Superintendent _____

School District _____

School Year _____

Board Members providing individual feedback:

_____

_____

_____

_____

_____

_____

_____

_____

Person preparing this summary:

Name _____

Title _____

Agency _____

Address _____

_____

Telephone _____

Signature of official preparing this report and date completed:

Signature _____ Date: _____

X-B. (Continued)

SUMMARY OF RATINGS

_____ was rated by _____ board members to perform as follows:
(Record # of ratings in each category)

	Value of rating category	1 POOR	2 MARGINAL	3 SATISFACTORY	4 GOOD	5 OUTSTANDING	Avg.	Weight (from V)
1.	Student Growth and Development							
2.	Diversity and Equality of Opportunity							
3.	Positive School Climate							
4.	Leadership in School Improvement							
5.	Improvement of Classroom Instruction							
6.	Personnel Leadership and Management							
7.	Administrative, Fiscal, and Facilities Management							
8.	Safe, Orderly Environment							
9.	Effective School-Community Relations							
10.	Professionalism							
11.	Effective Board/ Superintendent Relations							

SUMMARY OF NARRATIVE ASSESSMENTS BY INDIVIDUAL BOARD MEMBERS

SUMMARY OF CITATIONS FOR EXCELLENCE

SUMMARY OF AREAS NEEDING IMPROVEMENT

SUMMARY OF RECOMMENDATIONS

XI. END OF YEAR APPRAISAL (summative evaluation)
Annual Superintendent Performance Review
(Superintendent prepares this form in the fourth quarter.)

Name_____

School District_____

School Year_____

XI-A. Annual Self-Appraisal
Initiator: Superintendent. Self-report steps taken and results achieved for each accountability identified in V-A. Take into account the mid-year appraisal, including changes in plans and accountabilities, and growth plan if applicable. Use extra pages if necessary. Insert documentation as appropriate.

continued on back

Superintendent signature_____

Date_____

XI-B. Board Appraisal

Initiator: Board. Collect and review original records of needs, objectives, accountabilities, plans, and mitigating circumstances. Review all elements of the midyear appraisal, taking particular note of changes in plans or accountabilites. Collect and review data from agreed-upon Performance Indicators. Discuss each item of the superintendent's self-report with the superintendent. Meet as a group to discuss progress made in each accountability area, including key strengths and weaknesses of the superintendent's performance. Develop a summative report. Review the report with the superintendent. Provide the superintendent the opportunity to respond verbally and/or in writing and to have any written response appended to the report. Inform the superintendent about rights and procedures of appeal.

A growth plan for the coming year (Form XII)_____has_____has not been assigned

The next evaluation cycle will begin on_____with a redetermination of the superintendent's job description and evaluation accountabilities.

XI-C. COMMENTS REGARDING THE PERFORMANCE REVIEW PROCESS (OPTIONAL)

Superintendent Comments:

Board Comments:

Board president signature_____ Date:_____

I acknowledge that the evaluation process has proceeded as noted above, but my signature does not necessarily indicate agreement with the evaluation process or findings.

Superintendent signature_____ Date:_____

XII. GROWTH PLAN FOR THE COMING YEAR

Initiator: Board. Do in the fourth quarter. If the End of Year Evaluation denotes a need for improvement, the board should use this form to record an appropriate growth plan for the coming year.

Key Needs/Deficiencies of Superintendent:

Growth Objectives:

continued on back

XII. (Continued)

Procedures:

Assistance to be Provided:

Evidence of Progress to be Provided:

Progress Report due _____
(Date)

Board representative signature _____ Date: _____

I acknowledge the above growth plan.

Superintendent signature: _____ Date: _____

XIII. REPORT TO THE COMMUNITY (continued on back)

Plot average board ratings in each of the accountability areas and connect to form a graph.
(Board shares this form with the superintendent in the fourth quarter and releases the report to the community.)

	The Standard				
	Poor	Marginal	Satisfactory	Good	Outstanding
1. Student growth and development					
2. Diversity and equality of opportunity					
3. Positive school climate					
4. Leadership in school improvement					
5. Improvement of classroom instruction					
6. Personnel leadership and management					
7. Administrative, fiscal, and facilities management					
8. Safe, orderly environment					
9. School-community relations					
10. Professionalism					
11. Relations with the school board					

XIII. (Continued)

Board: Develop a summary of the superintendent's final evaluation report and release to the media and other interested parties in conjunction with the graphical summary and in accordance with defined users and uses (Form II).

Board representative signature _____ Date _____